

# Evaluation of Indianapolis Mayor-Sponsored Charter School

Core Question 4: Is the school providing  
appropriate conditions for success?



2540 N Capitol Ave  
Indianapolis, IN 46208

Site evaluation conducted November 9, 2023

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## SCHOOL BACKGROUND

### Mission Statement

BELIEVE Circle City High School is an early college and career preparatory high school focused on fostering the academic achievement, autonomy, and agency needed to be a contributing member of our evolving society. We strive to create a positive community by developing our students and staff emotionally, socially, and culturally.

### Student Demographics

Enrollment	2022-23	Year to Date 2023
9	86	99
10	76	79
11	39	67
12	6	33
Total	207	278

Race/Ethnicity	Year to Date 2023
Native American	0
Asian	0
Black	148
Hispanic	104
Multiracial	14
Native Hawaiian or Pacific Islander	0
White	12

Other Demographic Info	Year to Date 2023
Students with IEPs	50
English Learners	116
Free/Reduced Lunch	222

<b>Attendance Data</b>	2022-23	Year to Date 2023
Attendance Rate	90%	87%

<b>Discipline Data</b>	State Average	Year to Date, 2023
In School Suspensions	3.9%	0
Out of School Suspensions	5.2%	13 (5%)
Expulsions	0.2%	1

## OEI RATINGS SUMMARY

Indicator Ratings Summary	
<b>Does Not Meet Standard</b>	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
<b>Approaching Standard</b>	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
<b>Meets Standard</b>	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
<b>Exceeds Standard</b>	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Core Question 4: Is the school providing the appropriate conditions for success?	Finding
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	<b>Meets Standard</b>
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	<b>Meets Standard</b>
4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? *Only applies to schools serving grades 9-12	<b>Exceeds Standard</b>
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	<b>Exceeds Standard</b>
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	<b>Exceeds Standard</b>
4.6. Do all stakeholders clearly understand the school's mission?	<b>Exceeds Standard</b>
4.7. Is the school climate responsive to the needs of students, staff, and families?	<b>Exceeds Standard</b>
4.8. Is ongoing communication with students and families clear and helpful?	<b>Meets Standard</b>
4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practices?	<b>Exceeds Standard</b>
4.10. Is the school implementing best practices related to access and services for students with limited English proficiency?	<b>Meets Standard</b>

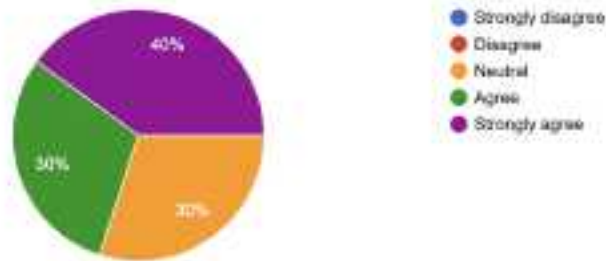
## INDICATOR 4.1

Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
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Data/Artifacts Reviewed
Believe STEM Vision, Believe Vision for Literacy, list of schoolwide curricula, sample unit plans, year-at-a-glance plans
Summary of Findings
<p><b>4.1 a) The curriculum used across all areas is rigorous, evidence-based, and aligned with state standards.</b></p> <p>The school uses Fish Tank for English, Carnegie Integrated Math, Teaching History Thematically, Fabric of a Nation, and Activate Learning for Science. While Ed Reports do not rate Fish Tank, observations showed it to be sufficiently rigorous. Math classes culminate in AP Statistics, and no AP Calculus is offered.</p>
<p><b>4.1 b) Systematic curricula reviews are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.</b></p> <p>The school switched to Fish Bowl this year based on previous years' performance. They have implemented SRA reading for students who are significantly below grade level. They are trying to integrate SAT skills into general classes. Classes on the day of the visit were sufficiently rigorous.</p> <p>Staff and administrators cited a recent change of who is teaching which classes based on students performing better with the recent change.</p>
<p><b>4.1 c) The school regularly reviews instructional curriculum maps to ensure content presentation is aligned with learning objectives.</b></p> <p>Instructional maps are reviewed, particularly with a lens toward increased SAT scores. A teacher shared, "They check to ensure it's aligned to SAT. In our lesson plans, we have to show that. The ultimate gauge is if students are growing on the SAT test. Typically, our plans are due on Thursday mornings, and they give us feedback on Friday."</p>
<p><b>4.1 d) The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.</b></p> <p>All of the chosen curricula are well aligned horizontally and vertically.</p>
<p><b>4.1 e) Instructional staff have access to provided materials to deliver the curriculum effectively.</b></p> <p>Teachers in panel interviews stated they had all the materials they needed. In the staff survey, 3 out of 10 staff members were neutral on the question. One staff member stated that the materials for Developmental Reading arrived late.</p>

4.1 E - We have access to the materials we need to deliver the curriculum effectively.

10 responses



**4.1 f) Instructional staff understand and uniformly use curriculum documents and related program materials to deliver instruction effectively.**

Observations showed the curriculum in use in all appropriate classes. In panel interviews, staff stated that they see their peers using the curriculum with fidelity. They shared, “We do supplement with resources we have.”

Rubric Rating	
a. The curriculum used across all academic areas is rigorous, evidence-based, and aligned with state standards.	3 - Implementing
b. Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	4 - Sustaining
c. The school regularly reviews instructional curriculum maps to ensure content presentation is aligned with learning objectives.	4 - Sustaining
d. The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that are prioritized and focus on core learning objectives.	4 - Sustaining

<p>e. Instructional staff have access to provided materials to deliver the curriculum effectively.</p>	<p>3 - Implementing</p>
<p>f. Instructional staff understand and uniformly use curriculum documents and related program materials to deliver instruction effectively.</p>	<p>4 - Sustaining</p>

**Strengths**

Students were observed annotating the text in hardcopy books and novels. Too often, schools provide students with photocopies or excerpts or do not allow them to write in the text. Ensuring students have their own copy of the text is a small but significant example of bringing equity to all students.



*A student highlights in a hard copy of the literature*

Teachers share that the recent curricular updates have been important. “The curriculum offers support. With the old eLA curriculum, we had to fill in a lot of the blanks (for remediation). Still, with Fish Tank, there are a lot more roads in the tasks that are being asked of them—more ways for students to enter the texts—to avoid helplessness when it comes to trying to break down a writing assignment.”

The school has a clear and rigorous curriculum for nearly every course.

Course	Curriculum / Text(s)
8th English 1	Fish Tank 8-10
8th English 2	Fish Tank 8-10
10th English 1	Fish Tank 11-12
10th English 4	Fish Tank 11-12
11th English 4	Fish Tank 11-12
AP English Language & Composition	Language and Composition: The Art of Voice (McGraw Hill) Shea, Renee H., Robin Dixon Aubus, Lawrence Scanton, Katherine E. Cordes, Carlos A. Escobar, and Carol Jago. Literature & Composition: Essential Voices, Essential Skills. 3rd edition. Bedford, Freeman & Worth. 2022.
AP English Literature	Freedom on My Mind
AP African American Studies	Freedom on My Mind
Developmental Reading (Tier 3)	Corrective Reading
8th World History	Teaching World History Thematically
10th US History	Teaching US History Thematically
AP US History	Fabric of a Nation
US Government (Sem 1)	(Brookline)
Economics (Sem 2)	McGraw Hill Textbook
Critical Ethnic Studies (Sem 1)	Oak Meadow Race & Ethnic Studies Curriculum / OR Patrick Jones' Curriculum.
Psychology (Sem 2)	
AP Psychology	Coorelli, Sandra K., and J. Noland White. Psychology, AP Edition, 6th edition, 2021. Upper Saddle River, NJ: Pearson.
Integrated Chemistry & Physics	Activate Learning Texas Integrated Chemistry & Physics
High Biology	<a href="#">Print Materials</a>
High Chemistry	<a href="#">Kits</a>
AP Biology	<a href="#">Print Materials</a>
AP Environmental Science	Perrice Hall AP Biology Textbook (Neil Campbell)
Integrated Math 1	Cambridge IM 1 Consumable Workbooks
Integrated Math 2	Cambridge IM 2 Consumable Workbooks
Integrated Math 3	Cambridge IM 3 Consumable Workbooks
AP Statistics	Peck, Rory, Chris Olsen, and Jay Devore. Introduction to Statistics & Data Analysis, 10th edition. National Geographic/Cengage Learning.
Prime Math	<a href="#">Indiana PRIME Units A &amp; C</a>
Math Resource Class (Tier 3)	
College Seminar	Leader in Me Next Gen Personal Finance and Next Prep Simulations
Career Seminar	Leader in Me Next Gen Personal Finance and Next Prep Simulations
AP Computer Science Principles	
AP Computer Science A (Meredith)	
AP Spanish	

List of courses and the curriculum for each.

### Opportunities for Improvement

Consider what rigorous PE and health courses look like for high schools and what the next iteration in this area can be for Believe Circle City. [PE or health classes were not observed on the day of the site visit.]

One staff member responded in the survey, “At times, certain staff members did not have access to the curriculum they needed, resulting in delays of a few weeks before receiving it. This, in turn, caused setbacks for some of us in terms of our planning.”

### Recommended Next Steps

Add AP Calculus. Students interested in STEM fields need the opportunity to take AP Calculus in high school. Most students in STEM majors in colleges will have taken AP Calculus in high school. Students entering STEM majors who have not taken AP Calculus are essentially starting college behind.

## INDICATOR 4.2

Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard
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Data/Artifacts Reviewed
Believe Expectations for Effective Teaching, Believe Evaluation Plan
Summary of Findings
<p><b>4.2 a) The curriculum is implemented in all classrooms with fidelity.</b></p> <p>There was evidence of the adopted curricula in each class observed. However, at times, while the curriculum was in use, the full rigor of the curriculum may not have been implemented. For example, a math class was observed where students were going to do the prescribed problems from the curriculum, but the class began by copying down from the teacher's notes how to solve the problems.</p>
<p><b>4.2 b) A clearly documented lesson internalization process is used to target core learning objectives across all academic areas explicitly.</b></p> <p>Admin acknowledges that lesson internalization is still being implemented, "We've been working on this all year. The ELA lessons are scripted, so they read and understand the script. In math, your internalization is doing the math out. Implementing what the facilitation guide tells you. Teachers are expected to complete the work they ask students to do."</p>
<p><b>4.2 c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.</b></p> <p>There are lesson internalization expectations, but they vary by curriculum. No particular process document was shared. When asked, "How do you internalize your lessons?" via survey, teachers' responses included:</p> <ul style="list-style-type: none"><li>• I internalize my lessons through creating classwork documents that students will use in class.</li><li>• I understand what the purpose of the lesson is, and I put the activities on slides to keep me paced and not forget to do anything.</li><li>• I internalize my lessons by creating a lesson plan.</li><li>• Reading throughout the curriculum and backward planning with making assessments before every unit.</li><li>• I internalize my lesson by creating the teacher copies for my lessons for the day</li><li>• I create lesson plans starting with the standard and build activities from there. I naturally internalize by doing and writing the plans weekly.</li><li>• Writing in the unit plan.</li><li>• I internalize my lessons by reflecting on what I want my students to take away from the instruction. I ask myself, "What is the one thing I want them to leave today knowing?" I aim for them to be able to articulate a clear response when asked, "What did you learn in class today?"</li></ul>

**4.2 d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.**

Various differentiation strategies were observed, and teachers cited specific examples, “Within the lesson plan, we look at the IEP at a glance, and we pick some of their accommodations. I’ve used sentence stems, graphic organizers, and visuals, Since we’re reading a novel, I give the audiobook option.”

Other teacher responses included:

- “I do lots of CFUs and pivot where required, especially with the introduction of new rhetorical terms. In this last week, there was confusion about the correct definition of a term, and I had them turn and talk and debate it out with their partners (they ended up coming to the correct conclusion); they assist in the creation of examples, do small-group/partnered question analysis, and if two or more students have the same question on independent work, I usually reframe and reset the class with clarified expectations. I do lots of over-the-shoulder reading, too, for kids who may be too shy to ask questions.”
- “I use my data and free-response answers to determine if a reteach is needed or if I can move on to the next lesson.”
- “I differentiate my instruction by looking at the data from the formative assessments. This analysis helps me go a certain direction for my next lesson, enabling me to adjust my teaching approach to address the specific learning needs and gaps that the assessments reveal.”

**4.2 e) Instructional strategies are designed to promote authentic learning to impact levels of student engagement.**

Students were highly engaged on the day of observations. Evidence includes:

- ESL class had 14 students and two adults. All students were practicing CVC and sight words.
- Integrated Math 1 had 19 students and two adults. 100% of students were silently working on problems in Google Docs.
- English 9 had 13 students and two adults. Both adults were circulating and talking with students about the text; Trevor Noah’s *Born a Crime*. 100% of students were on task.
- World History had 20 students and one adult. All students were on task.
- Another English 9 class had 22 students and one adult. All but one student was on task, getting a drink of water.
- English 11 had 19 students. Two students were late to class. They were reminded to “hustle, hustle.” There was a timer on the screen counting down the amount of time left to complete the Do Now.
- US History had 25 students and two adults. The teacher stated, “I’m going to give you three minutes to read and annotate the paragraph at the bottom.” 100% of students were on task.

**4.2 f) Instructional practices are intentionally designed to validate and affirm students' cultures.**

Observations showed students engaged in culturally relevant texts, and teachers shared that it is a priority across the school:

- “We have to turn in a unit plan every quarter. Joy Factor has to be in your plan. Your plan has to say how it represents students in your classroom. They do a good job of choosing culturally relevant curricula.”

- “We don’t shy away from controversial topics. We’re talking about the Israel-Palestine conflict. We teach students to view things through a critical lens.”
- “We’re currently reading Jesmyn Ward. There are a lot of rhetorical devices in her writing. Last quarter we read “Letter from Birmingham Jail.” They had to tie that back to a call for unity by clergymen. We introduce history from all sides.”
- Similarly, there are a lot of texts that are very relevant to our demographic. It’s helping to show them that you can apply any of the figurative language and analytical skills to any type of text, so I think the variety has also been very rigorous. Not just having dense and difficult pieces, but also poetry, memories, and short stories.”

**4.2 g) Staff receive explicit feedback on instructional practices on an ongoing basis.**

Planned walk-through observations happen weekly. On the day of the site visit, administrators were observed in classes providing feedback to teachers and in common areas monitoring student culture and the work that students were doing. One administrator shared, “We meet at least once a week. Usually, it’s a lot more than that. We actively walk around and give feedback at the moment.”

When we asked a teacher the types of things they would receive live feedback on, she responded, “We are provided feedback for our group of the students based on questions like: Are all the students on tasks? Are we providing enough support for students to be on task? Are students in the spaces they are supposed to be, or are they going outside of that space?”

In a staff survey, teachers were able to provide relevant and recent examples of instructional feedback they received.

Rubric Rating	
a. The curriculum is implemented in all classrooms with fidelity.	3 - Implementing
b. A clearly documented lesson internalization process is used to target core learning objectives across all academic areas explicitly.	3 - Implementing
c. A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.	2 - Planning

d. Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	4 - Sustaining
e. Instructional strategies are designed to promote authentic learning to impact levels of student engagement.	4 - Sustaining
f. Instructional practices are intentionally designed to validate and affirm the culture of students.	4 - Sustaining
g. Staff receive explicit feedback on instructional practices on an ongoing basis.	4 - Sustaining

**Strengths**

Leaders are providing live feedback on both culture and academics. Cultural and academic expertise are not separated in their leadership.

**Opportunities for Improvement**

Internalization processes are largely dependent on the content area, and there is not a clear and cohesive expectation for lesson internalization.

**Recommended Next Steps**

Adopt a clear lesson plan internalization process, with non-negotiables, for all subjects, to include:

- Annotating the given lesson plan/script
- Timestamps for the lesson so that pacing is purposeful and clear
- Completing the work that students are asked to complete
- 3-5 Criteria for success that students must demonstrate to show mastery. These should be a mix of content and skill.

[Instructional Partners has a Lesson Internalization document for math.](#) The national KIPP Foundation shares a [Lesson Internalization Guide](#) for content teams. Deans for Impact has a [Lesson Internalization Protocol and Template](#).

**INDICATOR 4.3**

For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	<b>Exceeds Standard</b>
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Data/Artifacts Reviewed
Scholar and Family Handbook, Indiana Core 40 documents, 3BFit contract, Asante theatre contract, libada dance contract, IUZYMA music contract, Stone art contract, Words in Motion contract, early college and career documents, summer pre-college programs, Summer Well Spent Flow Chart
Summary of Findings
<p><b>4.3 a) The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities that align with their interests.</b></p> <p>The school has 10 AP classes and several dual enrollment classes through Ivy Tech. Students are required to have credits over and above the Indiana Core 40 requirements. Freshmen can begin taking dual enrollment courses. Students can begin taking AP classes at 10th graders with AP US History or AP Spanish Language and Culture. There is a prep class for the SAT.</p> <p><b>4.3 b) A system is in place to ensure school staff provide students with the support they need to be effectively prepared for post-secondary opportunities.</b></p> <p>Students' homeroom class is called their "village," and homeroom teachers are "village leaders." Village leaders meet with parents at least twice per year to understand what their post-high school goals are. As students grow at the school, the post-graduation plans become more concrete. The college counselor meets with all students at least four times yearly in one-on-one meetings. Juniors and seniors have significantly more meetings.</p>

Day	Teacher	Subject(s)	Room
Monday	Smith	English II	10
	Smith	APB Park Integrated Math II	11
	Johnson	Integrated Math I	12
	Johnson	Global Civics Studies	13
Tuesday	Johnson	Integrated Math II	10
	Smith	English II (APB) I	11
	Johnson	APB Park Integrated Math	12
	Johnson	English	13
Wednesday	Smith	English 10	10
	Smith	Chemistry	11
	Johnson	Integrated Chemistry & Biology	12
	Johnson	Student Support	13
Thursday	Johnson	APB II Math	10
	Johnson	English I	11
	Johnson	World History	12
	Johnson	AP Statistics	13

*All staff must have office hours after school, and the information is posted throughout the school.*

**4.3 c) The school provides opportunities for extracurricular engagement and activities connected to student interests (e.g., athletics, academic clubs, vocational) to increase post-secondary options.**

There are numerous clubs and activities, including volleyball, soccer, cheerleading, boy and girls basketball, track, flag football, art, anime, business, poetry, cooking and baking, student council, and yearbook. Many students were observed after school working on academics, playing soccer in the gym, and conversing with teachers. Students in panels expressed an interest in more music/band opportunities.

**4.3 d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.**

All students meet or exceed the Core 40 requirements. The school provides summer classes for credit recovery and credit recovery—some students take summer classes to get ahead in their credit attainment. Inventive solutions are created for students who enroll in the school late and must make up credits—the example of a student doubling up on history classes by taking her normal history class and an additional one at Ivy Tech was shared as an example.

**Rubric Rating**

<p>a. The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities aligned with their interests.</p>	<p>4 - Sustaining</p>
<p>b. A system is in place to ensure school staff provide students with the support they need to be effectively prepared for post-secondary opportunities.</p>	<p>4 - Sustaining</p>
<p>c. The school provides opportunities for extracurricular engagement and activities connected to student interests (e.g., athletics, academic clubs, vocational) to increase post-secondary options.</p>	<p>3 - Implementing</p>
<p>d. The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.</p>	<p>4 - Sustaining</p>
<p style="text-align: center;"><b>Strengths</b></p>	
<p>There is an evident college-going culture through the school, supported not only with college banners but with a culture of focus and purpose within classes (see examples of engagement in 4.2). A college bulletin board celebrates college acceptances as they arrive for seniors.</p>	



*The college acceptance bulletin board.*



*A bulletin board highlights academic achievement and shows the GPA requirement for participation in sports.*

### Opportunities for Improvement

Raise the awareness and conversation within the school around which colleges serve your students best, specifically looking at graduation rates for students of a similar demographic.

As a specific example, one student on the college acceptance board was accepted to American International College and Purdue University. AIC has a 6-year graduation rate for Black students of 38%, while Purdue's is 71%.

Similarly, another student showed acceptance at Colorado Mesa College and Drake University. CollegeResults.org shows Colorado Mesa has a 6-year graduation rate for Black students of 26%, while Drake University is 77%.

These specific examples are not to say that students are remotely considering going to the colleges with low graduation rates, but more evidence in documents and signage should be shared throughout the school of the importance of looking at 6-year graduation rates for colleges and universities. Students must attend the colleges they can get accepted to with the best graduation rates, barring extenuating circumstances.

### Recommended Next Steps

The KIPP national network makes its [College Match Playbook](#) publicly available. Create a similar, clear, and codified process for BELIEVE College Match. Such a playbook should contain clear milestones that students must meet, such as creating a Smart Wish List of 9 colleges to apply to, containing 3 Likely, 3 Target, and 3 Wish schools. Relentless track and execute complete of your process for all students across their four years. Such practices are shown to increase outcomes for students dramatically.

## INDICATOR 4.4

Does the school effectively use learning standards and assessments to inform and improve instruction?	Exceeds Standard
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Data/Artifacts Reviewed
SAT Standards, academic calendar, GPA Testing Summary, Q1 assessments, presentation on Q1 assessment data
Summary of Findings
<p><b>4.4 a) Assessments are well-aligned to learning standards.</b></p> <p>The curricular assessments are well aligned with the standards. In addition, the school implements quarterly assessments that are not teacher-designed to assess mastery of standards. A teacher shared, “Our quarterly assessments are made by our CAO. She builds in the assessment SAT-style questions that are standards-based. It’s SAT format, and it’s testing our core standards.”</p>
<p><b>4.4 b) Assessments utilized are varied to support a wide range of student learning styles and abilities.</b></p> <p>Assessments from the curricula provide sufficient variety, in addition, teachers provide other opportunities, including small groups taking the assessment in the rotunda between classes. Extended time, read-aloud, and one-to-one are all used. MLL students may have abbreviated versions.</p>
<p><b>4.4 c) Assessments utilized provide student-level data focused on growth and proficiency.</b></p> <p>In addition to curricular assessments, the quarterly SAT and standards-aligned assessments provide data on growth and proficiency. Mastery Manager is used to track growth and proficiency. A teacher shared, “At the end of each semester, we have a huge focus on data. We look at the quarterly assessments, we’ll compare it to their performance on previous assessments and what we know about their mastery of skills throughout the semester. We (teachers) present our data and share our challenges.”</p>
<p><b>4.4 d) Assessments are administered with sufficient frequency, and results are provided in a timely manner.</b></p> <p>Quarterly assessments in Mastery Manager give the data immediately. There are quarterly and end-of-semester exams. 9th-grade classes have one test per quarter, and 10th grade classes have two tests per quarter. All classes have daily exit tickets.</p>

**4.4 e) A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.**

Administration shared how they analyze data across subgroups, sharing, “We looked at the SAT data. It’s easier to grow the younger you are, but then we see a plateau as students get older. That’s when we implemented the SAT prep. Every Friday, juniors have SAT prep.”

They shared, “We look at the data by race as well. We looked at how Black students are performing across Indianapolis and how we’re doing. We’re working to be number one. We’d look at Latinx students, but we didn’t have enough at the time.”

**Rubric Rating**

a. Assessments utilized are well aligned to learning standards.	4 - Sustaining
b. Assessments utilized are varied to support a wide range of student learning styles and abilities.	4 - Sustaining
c. Assessments utilized provide student-level data focused on growth and proficiency.	4 - Sustaining
d. Assessments are administered with sufficient frequency, and results are provided in a timely manner.	4 - Sustaining
e. A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.	3 - Implementing

**Strengths**

Assessment data is prioritized throughout the school. Administration and teachers could talk about students’ GPA, SAT scores, and reading levels (Lexile).

A strong mixture of formative and summative assessments exist, including SAT, AP, quarterly exams, curricular assessments, and exit tickets.

### Opportunities for Improvement

There is little student work posted. Some classes had a small amount of work posted, but at least six classes observed had no student work posted.

### Recommended Next Steps

Adopt and implement an expectation for teachers to display excellent student work. Not only does this celebrate students' accomplishments and learning, but it also provides an accessible window into what students are producing in a given class, what the teacher's expectations are, and what feedback the teacher is providing.

**INDICATOR 4.5**

Has the school developed adequate human resource systems and deployed its staff effectively?	<b>Exceeds Standard</b>
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**Data/Artifacts Reviewed**

Staff handbook, off-boarding procedures, hiring process document, DEI statement, operations and finance handbook

**Summary of Findings**

**4.5 a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.**

There is a resume screen, phone interview, group interview, and panel interview. Applicants are required to complete a performance task. Finally, teaching applicants must complete a 10-minute sample lesson. They are provided feedback and then asked to do the sample lesson again.

**4.5 b) Hiring processes are well organized and used to support the success of new staff members.**

- Teachers shared that the process was organized, and they felt supported as they were onboarded:
- “I got to ask questions about the position I was getting myself into. It was very realistic. I got to talk with some of the students. I created the lesson, and taught the kids, and they see how you handle their behaviors. We connected right away, the entire process was nice, and I felt seen immediately.”
  - “They gave me a standard lesson to teach. I taught the lesson. Afterward, it was about seeing if I was the right fit with everyone and if I could be coached on what I needed. They had good supports—there are a lot of layers.”
  - “I was given clear instructions of my role and received all the proper support.”

**4.5 c) Staffing levels adequately allow staff to maximize instructional time and capacity.**

Staffing levels were sufficient. The largest class size observed was 24. Some classes had more than one adult, and both adults were focused on instruction and learning, not one focused on teaching and the other on discipline.

**4.5 d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.**

Documentation provided by the school shows sufficient certification or a plan toward certification. Observations showed strong engagement in all classrooms and evidence that the staff is well-trained.

**4.5 e) Professional learning opportunities are offered regularly to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.**

Summer professional development focuses on the successful implementation of the adopted curricula. One teacher shared, “My summer PD was spending 30 hours walking through, ‘this is how math will work at Believe. This is how you should do it.’”

As the number of MLL students has increased, more professional development has focused on WIDA and differentiation strategies for MLL students. This is also in response to monitoring the GPAs of MLL students.

There is weekly professional development.

**4.5 f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.**

One teacher shared, “We had a PD on co-teaching because they saw in our classes it wasn’t going as great as it could be. I know my class had a 68% average at the time, and they wanted to see that increase by adjusting our co-teaching. They showed us the different types of co-teaching, and we are now doing more parallel teaching.”

Another teacher shared, “Part of the reason we’re having our PD this week is based on our Q1 data. We had grades from the prior assessment and they were looking pretty solid, but the assessment itself was strugglesome for some classes. Our PD is on making sure we bridge that gap. How do we make sure the scholars are ready for that assessment and they aren’t surprised on the next assessment?”

**4.5 g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.**

Teachers shared that the process is clear and fair: “We use the Danielson rubric. It clearly outlines what is going to be assessed. There is a reflection prompt. You look it over and self-assess. We have a meeting at the end, and we can talk it over.”

Another teacher shared, “In the past, it’s been around if you’re meeting your deliverables and your village data. Did they maintain a high GPA and grow on the SAT? All of the bonuses are about how you’re supporting students.”

Rubric Rating	
a. A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.	4 - Sustaining
b. Hiring processes are well organized and used to support the success of new staff members.	4 - Sustaining

c. Staffing levels adequately allow staff to maximize instructional time and capacity.	
d. Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.	3 - Implementing
e. Professional learning opportunities are offered regularly to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.	4 - Sustaining
f. Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	4 - Sustaining
g. The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	4 - Sustaining

**Strengths**

Sample teaching is a significant and mandatory part of the hiring process.

**Round 1: Performance Task- Lesson Plan/Teach Intro to New Content/Debrief**

- Staff/Candidate Introduction
- (Candidate) Tell us your story in 2 minutes. Not what we can see on your resume.
- Candidate will teach 10 minutes of planned lesson.
- Candidate will rate lesson on scale of 1-10.
- Candidate will receive feedback from the leadership team.

*Excerpt from the hiring process document.*

Teachers set clear student achievement and growth goals. These are a part of the evaluation process.



**BELIEVE BONUS SYSTEM: 2023-24**

AUTONOMY	ACCELERATION	AGENCY
<ul style="list-style-type: none"> <li>• Assessment Data</li> <li>• Audit Scores</li> <li>• Survey Data</li> </ul>	<ul style="list-style-type: none"> <li>• Lifelong Learner (Personal &amp; Professional)</li> <li>• College &amp; Career Readiness</li> </ul>	<ul style="list-style-type: none"> <li>• Prompt &amp; Present</li> <li>• Curriculum &amp; Instruction</li> </ul>
<ul style="list-style-type: none"> <li>• School-Wide SAT Growth (60 Points)</li> <li>• Less than 5 Professional Points for the Year</li> <li>• Kelvin Surveys/Peer Surveys (Above 90%)</li> <li>• 95%+ Audit Scores</li> <li>• Teacher Evaluation (Proficient)</li> <li>• Subject Specific Assessment (tracking and growth)</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Personal Goals</li> <li>• 2 Professional Goals</li> <li>• Village Goals               <ul style="list-style-type: none"> <li>◦ # of Students Dually Enrolled</li> <li>◦ 92% Average Attendance</li> <li>◦ 100% Purpose Path Meetings                   <ul style="list-style-type: none"> <li>• 3x Per Year</li> </ul> </li> <li>• 9th &amp; 10th Grade-80% of Students Level Up</li> <li>• 10th Grade-80% of students Dually Enrolled</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Miss less than 2 Days</li> <li>• Meeting 98% of Planning Expectations (Accountability Tracker)</li> </ul>
\$1000	\$1500	\$1000

*An excerpt from the bonus system.*

**Opportunities for Improvement**

There was little to no evidence of professional development staff received regarding the college matriculation process, including important factors to consider and their role at each stage, even as ninth-grade teachers.

**Recommended Next Steps**

Consider more professional development on key milestones of the college matriculation process so that staff can be uniformly informed and effective in their roles as Village Leaders.

As part of professional development, have staff members take an entire SAT to understand the student experience and the rigor of the test. Give staff members the option to keep their results private.

## INDICATOR 4.6

Is the school's mission clearly understood by all stakeholders?	<b>Exceeds Standard</b>
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Data/Artifacts Reviewed
<p>Interview of admin, staff and students, review of wrap-around services provided through community partnerships, Scholar/Family Handbook, Surveys w/ recommendations via Possip, Believe Academic Calendar, Principal's Note, Classroom Observations, school website, Purpose Pathway Meetings, Peer Review Board</p>
Summary of Findings
<p><b>4.6 a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.</b></p> <p>Believe Circle City High School's administrators and teachers demonstrate knowledge of and commitment to its mission to "develop students into leaders through a community that fosters their agency, autonomy, and acceleration - providing a foundation for future independence and success." BCC strives "to create a positive community by developing [our] students and staff emotionally, socially, and culturally." BCC actively utilizes monthly Possip surveys to gain perspective and feedback from staff, students, and families. The Possip platform provides recommendations for improvement based on survey responses, and school administration discusses review of this information in weekly staff meetings, with open discussion of how to improve/resolve areas of expressed concern. Additionally, attendance information is shared with families via the school's monthly Principal's Note, with a review of the school's attendance goals to support family commitment to their students in alignment with BCC's mission. Weekly communication by Village Leaders about student academics and behaviors, support procedures for assessing student and parent perceptions, and commitment to the school's mission. Additional opportunities include BCC's Parent Advocacy Group, the use of Points and Scholar Status systems to assess and track student attitudes/behaviors, and the use of daily check-ins as needed with the culture team to support students via restorative practices.</p> <p><b>4.6 b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.</b></p> <p>Believe Circle City High School demonstrates procedures for establishing meaningful partnerships with all families and community stakeholders to support the school's mission. One primary source of information about these procedures was noted as BCC's Scholar/Family Handbook, which provides a comprehensive outline of the school's mission, beliefs, and vision, outlines the school's academic and early college and career framework, provides information about attendance and discipline policies, addresses student rights including those of transgender and nonconforming students, addresses the rights of students receiving Special Education services and English Language Learners, and provides general information related to school operations. BCC's Scholar/Family Handbook is provided to families and available online in English, French, and Spanish via the school's website. BCC utilizes community partnerships to meet the needs of a diverse set of students and families (e.g., The Mind Trust, Ivy Tech Community College, Camelback Ventures, McKinney-Vento Resources, OpenSeat Mindfulness group) and provides opportunities for family engagement activities (e.g., Orientation, Meet the Teacher night, Fall Festival, Hispanic Heritage Celebration, Spring Festival) and parent support of the school's mission</p>

(e.g. Parent Advocacy Group, Wellness Committee opportunity, Quarterly Purpose Pathway Meetings). A “Village leader” (staff member) is assigned to each student and remains assigned to that student throughout the years they attend BCC. Each Village leader is primarily responsible for regular communication with their student’s family to establish meaningful relationships over time and experiences.

Rubric Rating	
a. Procedures are in place for assessing all stakeholder’s perceptions, knowledge, and commitment to the intentions of the school’s mission.	4 - Sustaining
b. Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school’s mission.	4 - Sustaining

**Strengths**

BCC presents the following strengths associated with this indicator:

- Information related to SAT growth, average daily attendance, AP Pass rate, Percentage of Scholars in Dual Enrollment (College/Career), Average GPA, and Average WIDA Growth are posted on the front page of the school’s website, demonstrating evidence supportive of the school’s mission and communication of this evidence to community stakeholders, students, and families. (See below):



- BCC presents strong evidence for supporting families as stakeholders, as evidenced by promoting regular and ongoing communication with families. Village Leaders reportedly log a minimum of 10 communications with families per week (due by Wednesday) about student attendance, academics, and behavior. Monthly communication is demonstrated via Possip surveys to gain feedback from staff, students, and families, as well as the monthly Principal’s Note. Quarterly evidence observed in BCC’s Purpose Pathway Meetings with families.

- Principal's Note (11/1) reminded families of BCC's Parent Advocacy Group, demonstrating recognition of families as stakeholders in the school's mission.
- Students interviewed stated rationale for going to BCC related specifically to career and college/academic goals, demonstrating alignment with the school's mission.
- BCC reportedly utilizes "The Framework for Teaching Evaluation Instrument" by the Danielson Group. Teachers interviewed expressed fairness in sharing the rubric before observations and evaluation and reported that admin provides a follow-up conversation afterward about how staff felt (e.g., to determine if scores were fair and just) before finalizing evaluations. Establishing evaluation procedures, including collaborative conversations following observations, demonstrates responsiveness to staff and recognition of their position as stakeholders.
- BCC's Peer Review Board is a scholar-led board (6 scholar members and one staff member), with racial composition matching the demographics of the school, serving as a peer mediation, peer-to-peer conflict resolution, and student liaisons to the school's Dean of Scholar Support and Experience. "This coalition serves as a student-to-staff pipeline to ensure students are included in disciplinary and culture issues at BELieve Circle City High School."

### Opportunities for Improvement

BCC demonstrates proactive improvement efforts at this time (e.g., partnering with external providers to support instruction of ELL students, review of ELL student data related to academics with thoughtful response/changes made to instruction in subject areas, verbally expressed desires for increased proficiency and growth per WIDA assessment). Continued efforts to improve the academic and social experiences of ELL students and families are recommended. Additionally, teachers interviewed noted afterschool transportation (e.g., late bus) would support increased student attendance during office hours as this is currently a reported barrier for some students who have expressed a desire to attend.

### Recommended Next Steps

- BCC may consider using the current survey platform to obtain specific data about the experiences of ELL students and families to guide improvement efforts.
- The school may consider using surveys to determine student and family desires for afterschool/late bus to increase support for student participation of office hours.

**INDICATOR 4.7**

Is the school climate responsive to the needs of students, staff, and families?	<b>Exceeds Standard</b>
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**Data/Artifacts Reviewed**

Interviews of admin, staff & students, School walkthrough, Classroom observations, Survey review, Community Partnerships & wrap-around services, Academic calendar, Family Engagement activities, School clubs and sports, Scholar/Family Handbook, Believe Code of Ethics, Believe Point System, Believe Scholar Status, Upperclassmen Grade Status, Believe Character Academy, Potential Restorative Practices, BCC core values & mission statement, RTI/MTSS Plan, Counseling support services, Peer Review Board, Supporting Scholars with IEP document, Classroom Culture Plan

**Summary of Findings**

**4.7 a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.**

BCC presents a multi-tiered framework to support student needs in academic, behavioral, and social-emotional domains. When interviewed regarding BCC’s framework, the school’s Principal stated: “By the start of their sophomore year, all scholars are active in their pursuit of post-secondary goals and career.” Evidence of BCC’s strong academic framework was observed in the following: High expectations for academic achievement including rigorous SAT preparation, opportunities for dual enrollment/dual credit via partnership with Ivy Tech Community College, support for students with “Career” trajectory/focus to identify skills and academics needed to prepare them for success in seeking future job opportunities, assistance provided to students in completing college applications, adopting of well-establish curricula (e.g. Leader in me, Seven Habits, Axiom Learning, Fishtank, Edmentum SEL Program), Early Career Programming to support students desiring of a career trajectory in obtaining career certifications and on-the-job skills development via partnerships, daily office hours, weekly lesson plan due dates (e.g. Thursdays) for review and feedback, expectation of unit plans to be turned in every quarter with highlighting of the “joy factor” and focus of “culturally relevant curricula”, rigorous data collection and review (e.g. data presented during quarterly assessments and performance in standard areas evaluated with adjustments made to planning for next quarter), use of platform “Mastery Manager” for comprehensive data assessment, accelerated ELA classes (e.g. students are earning 4 ELA credits as Freshman & 4 ELA credits as Sophomores weekly meetings to discuss MTSS/RTI Tier 2 and 3 scholars, and offering of 10 AP courses (e.g. History, Spanish & Culture, Biology, English Language, Literature, Psych, Environment Science). BCC presents a robust behavioral system as evidenced by the following, outlined in the Scholar/Family Handbook: Discipline Policy/Student Code of Conduct, Believe Code of Ethics, Believe Point System, Believe Scholar Status, Upperclassmen Grade Status, Status Cycles, and Believe Character Academy. SEL support for students was evident as follows: Partnership with Sensible Solutions (e.g., three counselors provide in-person therapy services to students in need) and OpenSeat for mindfulness courses, “Leader in Me” curriculum, Weekly Town Hall & Cyclone Circle meetings, continuity of care re: student needs demonstrating in establishment of Village Leader assigned to a student for the duration of their time spent at BCC, and “Potential Restorative Practices” (e.g., Community Service, Daily Check-ins with Culture Team, Presentation in front of Village, Research on topics on behavioral violation, Peer Review Board, Specialized Programming).

**4.7 b) Culturally responsive and evidence-based interventions are explicitly identified and implemented throughout the school to support the needs of students.**

The following culturally responsive and evidence-based interventions were explicitly identified and noted as implemented throughout BCC:

- Partnerships supportive of student needs (e.g., McKinney-Vento, OpenSeat, MERCY, One Sensible Solution)
- Determined Career & College trajectory tracks
- Believe Point SystemPoints system
- Believe Scholar System
- Academic expectations for participation in extracurricular opportunities (e.g., GPA standard for sports participation)
- Quarterly "Purpose Pathway Meeting" where scholars work with the school to craft their "individualized success plan." Quarterly meetings address the scholar's progress of plan (re: actionable steps taken over time to accomplish plan purposes in post-secondary goals)
- Support for students in completing college applications with follow-up demonstrated via school bulletin board visually representing schools that individual students received acceptance from
- "Credit Recovery" procedures have been established by the school whereby responsibility of payment for failed college courses rests on the Scholar to instill a sense of ownership and responsibility in students
- Status Cycles (e.g., set windows during which students are asked to monitor and reflect on their ongoing actions and the impact of those actions)
- BCC Seniors run the "Character Academy" (e.g., detention) to support school culture as upper-level scholars model target behavior and character.
- The Principal's Note document (11/1) was found to contain a reminder to parents to continue working with their scholar's Village Leader to ensure supports agreed upon in Purpose Pathway Meeting are being followed with fidelity.

**4.7 c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.**

A primary source of information on BCC's procedures was found in the Scholar/Family Handbook, which provides a comprehensive outline of the school's mission, beliefs, and vision, outlines the school's academic and early college and career framework, provides information on attendance and discipline policies, addresses student rights including those of transgender and nonconforming students, addresses the rights of students receiving Special Education services and English Language Learners, and provides general information related to school operations. Additionally, the school's "Point Appeals" statement (e.g., Scholar/Family Handbook) supports the development of student independence in communication and self-advocacy. It indicates an environment supportive of positive relationships between adults and students.

**4.7 d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.**

The following procedures were identified as supportive in assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with BCC:

- Monthly use of Possip surveys

- Monthly Principal’s Note provides salient scholar and school-related information to families and highlights opportunities for parent/family engagement
- Mandatory 12th Grade Parent Night requires attendance from a parent or guardian to maintain graduation status demonstrates support of student goals via family engagement with the school. Information on this event was listed in the Principal’s Note and can be translated into multiple languages to support all BCC families.
- Family Engagement activities: Orientation (e.g., students and families learn about school resources), Meet the Teacher night, Fall Festival (families donated food and participated), Hispanic Heritage Celebration, Spring Festival), link on the school website to view the school’s most recent Virtual Open House
- Weekly communication with families (e.g., ten communication logs/week expectation) made by Village Leaders
- Opportunity to “Shadow a Student” as evidenced on the school’s website to “experience what it is like to be a BELIEVE Cyclone” with link to schedule a tour or shadowing experience

**Rubric Rating**

a. A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	4 - Sustaining
b. Culturally responsive and evidence-based interventions are explicitly identified and implemented throughout the school to support the needs of students.	3 - Implementing
c. Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	4 - Sustaining
d. Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	4 - Sustaining

**Strengths**

BCC presents the following strengths associated with this indicator:

- BCC’s graduation requirements are based on IDOE graduation pathways and “Believe-based” requirements.
- “Village Capstones” completed at each grade level:
  - Freshman: Research related to processes of applying for college, finding housing, establishing insurance, etc.

- Sophomore: Interviewing professionals across careers as well as adults with a wide variety of life experiences (e.g., those who went straight to college/workforce/obtained a GED, experiences of teen pregnancy & alternative educational paths,) to expand understanding of “multiple pathways for a successful life.”
- Junior: Students participate in DNA testing for a heritage project and research their backgrounds and family history.
- Senior: Specifics TBD; current focus is “Research of a topic of their choosing; something they are passionate about.”
- This year, BCC became a “Leader in Me” school in efforts to build leadership and life skills in students and staff members, creating a high-trust culture and accelerating academic achievement.
- BCC’s Early Career Programming supports scholars who wish to pursue a career trajectory to take dual enrollment/dual credit courses to earn career certifications; however, they may also work with the school’s partners (e.g., Textures Institute of Cosmetology, Messer Construction, Minority Contractors Collaboration, StitchWorks).
- A “Watch List” was created including scholars of concern struggling with academics or behavior, distributed to staff and debriefed for clarity. Progress for Watch List Scholars in addition to any referred scholars discussed weekly in grade-level team meetings by grade level teams, demonstrating responsiveness regular and ongoing responsiveness to student needs.
- Strong evidence in place supporting BCC’s Discipline Policy/Student Code of Conduct (re: Scholar/Family Handbook):
  - *“At BELIEVE, we believe our core values represent the mindsets and behaviors necessary to forward our mission of empowering scholars to lead exemplary lives. When upholding expectations, we are clear, consistent, positive, and firm. Our core values drive our community expectations.”*

### Opportunities for Improvement

BCC demonstrates some awareness of current student post-secondary experiences; however, formal post-graduation metric goals and data-keeping practices have not been established. It is recommended that the school develop a system of communication, with specific goals and plans for record-keeping, in keeping with the school’s mission to provide “a foundation for future independence and success. It is additionally recommended that the school continue to develop support for ELL students and families through culturally responsive and evidence-based interventions.

### Recommended Next Steps

- BCC may consider setting post-graduation metric goals to further support students on the school’s mission in the context of student post-secondary experiences.
- When working with ELL scholars and families in the development of “individualized success plans,” consider ways to further develop the scholar’s bilingual language skills and student-specific abilities in the context of post-secondary goals and desired objectives (e.g., research related to differences in pay associated with bilingual language skills across job types, review of college programs with courses specific to further developing language skills and student-specific abilities relevant to culture, review of qualifications to obtain interpreting certification, etc.).

**INDICATOR 4.8**

Is ongoing communication with students and families clear and helpful?	<b>Meets Standard</b>
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**Data/Artifacts Reviewed**

Admin, staff & student interviews, Principal’s Note, Scholar/Family Handbook, Possip surveys, Academic calendar, Purpose Pathways meetings

**Summary of Findings**

**4.8 a) An active and ongoing system of communication between the school and family members in place.**

Expectations set by the administration for regular and ongoing communication with families were observed in the requirement for Village Leaders to make “at least ten communication per week with parents as related to student academics and behavior.” These communication logs are due weekly by Wednesday. Each subject area teacher is reportedly encouraged to reach out individually to the parents of students struggling academically or behaviorally in their class. The “Principal’s Note” is sent out monthly via email to families, and quarterly “Purpose Pathways” meetings are held, with the expectation of parent attendance/involvement. During the first Purpose Pathway meeting of the school year, BCC reportedly obtains information related to parent preference for a method of contact (e.g., phone, email, text) and asks for parent preference of day(s)/time(s) for weekly contacts to be made. Monthly Possip surveys are sent out to gain perspectives of staff, students, and families, with an open response format provided for additional feedback opportunities, which may be provided anonymously if desired.

**4.8 b) Procedures for responding to the concerns of families are clearly defined and implemented by all school staff and validated by families.**

Village Leaders at BCC serve as the primary persons for contacting students’ families, with support provided as needed by subject-specific teachers and administrators. Village Leaders are reportedly expected to respond to family concerns during their weekly contacts for students within their Village.

**4.8 c) Families are regularly informed in their native or home language of their student’s academic and behavioral strengths and areas of need.**

School administrators and teachers reportedly use Google translate to communicate with families, and BCC students report they have used it to communicate with peers in class activities. Bilingual staff are reportedly utilized to communicate in person and via phone calls with families of EL students to provide support for translation services. Per the Scholar/Family Handbook, “BCC will have an onsite interpreter who assists in communication both verbally and in writing with ELL families.”

**4.8 d) The school’s communication methods are designed to promote family-school partnerships in ways that meet the needs of a diverse set of families.**

BCC’s Scholar/Family Handbook is provided to families and is available online in English, French, and Spanish via the school’s website. The monthly “Principal’s Note,” providing school highlights including

testing dates, attendance data, family engagement activities, and community resources, can be translated into >50 different languages via Intuit MailChimp platform. Additionally, BCC’s Scholar/Family Handbook provides information related to the rights of transgender and nonconforming students (e.g., Privacy, Names/Pronouns, Official Records, District Electronic Databases, Restroom and Locker Room Accessibility, etc.), students receiving Special Education services (e.g. per Article 7), and English Language Learners.

**Rubric Rating**

a. An active and ongoing communication system between the school and family members in place.	4 - Sustaining
b. Procedures for responding to the concerns of families are clearly defined and implemented by all school staff and validated by families.	4 - Sustaining
c. Families are regularly informed in their native or home language of their student’s academic and behavioral strengths and areas of need.	3 - Implementing
d. The school’s communication methods are designed to promote family-school partnerships in ways that meet the needs of a diverse set of families.	3 - Implementing

**Strengths**

BCC presents the following strengths associated with this indicator:

- Establishment of a primary contact person (e.g., Village Leader) to serve as a regular connection point between the school and student families.
- Expectation set by admin for at least ten communication logs per week, per Village Leader
- Monthly “Principal’s Note” with salient school information and related links provided to families to support students in their academic, behavioral, and social-emotional goals
- Comprehensive Scholar/Family Handbook outlining school structure and expectations
- Monthly use of Possip surveys with the open-response option provided for additional feedback

**Opportunities for Improvement**

BCC demonstrates adequate and regular (monthly) use of Possip surveys to gain the perspective of staff, students, and families. BCC could expand survey questions and use them to obtain more specific information related to transportation and communication preferences to improve their support of families further and to maximize efforts made in communication attempts. Additionally, BCC may consider investing in software/apps such as “Dean’s List,” which translates messages into multiple languages,

improving the feasibility of communication with families speaking languages other than English and Spanish.

#### Recommended Next Steps

- Continue to utilize data gained from survey responses to improve in areas specific to staff, student, and family feedback to demonstrate ongoing responsiveness to stakeholder input and support of BCC's mission.

**INDICATOR 4.9**

Do the school's special education files demonstrate that it is in legal compliance and is implementing best practices?	<b>Exceeds Standard</b>
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**Data/Artifacts Reviewed**

Interviews of admin, Special Education TOR, & students, review of Special Education student files & IEP documents, discussion of differentiated instruction with teaching staff, Supporting Scholars with IEPs document, Scholar/Family Handbook

**Summary of Findings**

**4.9 a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.**

During the review of IEP documents, the following was found:

- Student goals were individualized based on student needs and aligned with identified area(s) of exceptionality. A wide variety of goals were observed, based on student needs, with the establishment of appropriate criteria for meeting goals supported by student-specific provisions/minutes.
- Support for student services was appropriately varied (e.g., push-in/pull-out, 1:1, small group, special education services classes to improve reading, math, and study skills) and well documented.
- IEPs and student special education files were found to be well maintained in a filing cabinet in one of the Special Education service classrooms. Each showed student progress on goals with necessary procedures followed.
- IEPs supported individual needs for testing, including listing testing accommodations for each student identified.
- Special Education folders and IEPs were found to contain the necessary paperwork required for folder compliance, including documentation for testing, school notes, and related supplemental documents.

**4.9 b) IEP plans include student-specific goals and plans for ongoing assessment of student progress.**

BCC's IEPs reviewed contained the following:

- Individualized and appropriate goals
- Statements of student strengths and sufficient evidence of student growth.
- IEPs outlined methods for assessing student progress on goals.
- Special Education instructional staff have access to student IEPs via IIEP online portal and physical files.

**4.9 c) IEP goals are rigorous and based on state and national learning standards.**

Student goals reviewed in IEPs were based on grade-level standards and aligned with growth toward grade-level performance. Standards were specified in goal domains. Social-emotional, behavior, and attendance goals were well documented.

**4.9 d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.**

Teacher input was evident in IEPs for each subject area, providing present levels related to student strengths, challenges, learning, homework and classwork completion, participation, behaviors, and progress monitoring data. Student progress and present levels were well documented, with appropriate revision and updating of goals observed. Teachers of Record (TOR) were established for students receiving Special Education services.

**4.9 e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.**

Specially Designed Instruction (SDI) was readily identifiable during the IEP review. A wide variety of student and goal-specific SDI was found in all IEPs reviewed in detail (e.g., Social script, guided response, environmental prompts, chaining, shaping, video self-modeling, picture prompts, sentence strips, guided repetition, system of least prompts, modified length, scaffolding, chunking of texts, graphic organizers, word bank, explicit instruction regarding reading strategies, lined paper for scratch work, step-by-step outlines, point-slope, standard forms).

Rubric Rating	
a. Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	4 - Sustaining
b. IEP plans include student-specific goals and plans for ongoing assessment of student progress.	4 - Sustaining
c. IEP goals are rigorous and based on state and national learning standards.	4 - Sustaining
d. IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	4 - Sustaining
e. IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.	4 - Sustaining

### Strengths

BCC presents the following strengths associated with this indicator:

- Weekly PD schedule for staff (e.g., Fridays 8:30-10 am, 2:30-4/4:30 pm) demonstrate prioritization of staff growth. The school's recent SIOP PD was mentioned by Special Education and teaching staff as a positive point of growth related to understanding the stigmas Diverse Learners face in the general education setting. Additional PD determined as supportive of students receiving Special Education services was the "Culture & Classroom Management" PD session(s).
- Study skills class provided to all students with an IEP to improve Executive Functioning skills in the context of additional scaffolding/supports (e.g., multiple verbal/visual reminders, use of checklists, chunking of information/tasks, monitoring of work completion)
- Master Planning document via Google Drive is utilized to gain present levels information related to academics and behavior from teachers of each subject area
- Special Education TOR discussed additional contacts made with teachers specific to subject areas that individual students with IEPs may be struggling in to determine how to implement supports and accommodations better to meet student needs for greater academic success.

### Opportunities for Improvement

Newer teaching staff interviewed expressed desires for continued PD and further development of skills in providing differentiated instruction to Diverse Learners. One teacher shared, "We don't always have push-in paraprofessional support for students with an IEP who need 1:1/individualized feedback". Another teacher shared, "Sometimes you need someone with the same subject knowledge (e.g., math, ELA) to support students (in small group/1:1 settings)."

### Recommended Next Steps

- BCC should continue to work with newer teaching staff through PD and live coaching opportunities to develop skills and confidence in this area further.
- BCC may consider consulting Special Education teachers regarding the physical structure of classroom environments (e.g., placement of desks, proximity of students receiving Special Education services to teacher during instruction, set location/larger table for small group support area where students may rotate in and out of work with teacher and/or paraprofessional) to best support feasibility of differentiating instruction and provision of student accommodations in the general education setting.

## INDICATOR 4.10

Is the school implementing best practices related to access and services to students with limited English proficiency?	<b>Meets Standard</b>
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Data/Artifacts Reviewed
<p>ELL files, ILP documents, Home Language Surveys, Family letters (IIEP), current WIDA Individual Student reports, Interviews of EL instructional/support staff, WIDA Can-Do's document, Scholar/Family Handbook, school website, Principal's Note, "Supporting Multilingual Learners" PPT</p>
Summary of Findings
<p><b>4.10 a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.*</b></p> <p>BCC demonstrates effective practices related to providing services for EL students. Educational services and student-specific supports provided to EL students appear to align with proficiency levels documented in the ILPs reviewed for those with specific "Services" listed. ELL support staff demonstrate a clear understanding of legal obligations, current legislation, research, and effective practices related to the provision of services to ELLs specific to yearly WIDA ACCESS testing, sending out Parent Notification letters at the beginning of the school year, updating ILPs yearly to ensure documents are current, selecting student-specific goals aligning with current proficiency levels, documentation of method/frequency for measuring progress, and documentation and provision of instructional and classroom, state, and district assessment accommodations specific to each EL student, as documented in ILPs.</p> <p><b>4.10 b) Staff have a knowledge of the language acquisition process and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students.</b></p> <p>BCC staff currently work with an external partner (e.g., MERCY Connections) to more fully support the needs of ELL students. BCC currently has three staff members, including two teachers and a paraprofessional, providing push-in and pull-out support to meet student service minutes, as listed in ILP documents. Additionally, BCC has an ENL (i.e., English as a New Language) course in which 25/71 EL students are enrolled, based on overall proficiency scores, to receive Sheltered/Structured Immersion support. BCC staff interviewed appear to possess adequate knowledge of the language acquisition process and skill sets needed to differentiate instructional strategies to meet the needs of ELL students.</p> <p><b>4.10 c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.</b></p> <p>BCC uses Possip surveys, with translation abilities, to gain the perspectives of EL students, parents, and support staff, to ensure relationships are well-managed and in compliance with Indiana law and regulations. Bilingual staff members reportedly support translation services in communicating with families of EL students, and teachers and support staff cited using Google Translate to improve communication between the BCC and families. Village Leaders are expected to log at least ten communications per week with the students they serve. These communications serve as a positive point of engagement for ELL families, where concerns may be expressed, and student information on</p>

academics, behavior, and social-emotional well-being are reportedly communicated. The monthly Principal Note may be translated into >50 different languages, providing ease of access for families. Additionally, responses in Spanish to Possip surveys were evident, with English translation provided below. Spanish flyers and posters were observed throughout the school (e.g., Lifetouch, Broadcasting Club Interest form).

**4.10 d) ILP plans include student-specific goals and plans for ongoing assessment of student progress.**

20% of BCC’s ILPs were reviewed in detail for this review. 90-100% of ILP plans reviewed contained student-specific goals based on student needs and proficiency levels and a specific method/frequency for measuring progress (e.g., Test scores/class grades = quarterly, classroom observations = weekly).

**4.10 e) ILP plans explicitly identify needs for targeted instruction to align with student needs.**

ILP plans reviewed outlined a need for targeted instruction aligning with student needs based on the student’s English language proficiency assessment results. Accommodations appeared varied and thoughtfully selected based on student levels of proficiency. ILP plans were found to contain evidence of a specified Program Mode (e.g., English Second Language (ESL), Sheltered/Structured Immersion), with “services” (e.g., frequency of support/minutes provided) evident in a slight majority (53%) of ILPs.

Rubric Rating	
a. Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	3 - Implementing
b. Staff have a knowledge of the language acquisition process and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students.	3 - Implementing
c. Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.	3 - implementing
d. ILP plans include student-specific goals and a plan for ongoing assessment of student progress.	4 - Sustaining
e. ILP plans explicitly identify needs for targeted instruction to align with student needs.	3 - Implementing

## Strengths

BCC presents the following strengths associated with this indicator:

- Awareness of EL student needs relating to academics and proactive changes made to support the needs of BCC's ELL better.
- External partners utilized to more fully support ELL services
- Weekly support via office hours provided by BCC's CAO
- SIOP (Sheltered Instruction Observation Protocol) training for staff (2 thus far)
- During review, strong instruction of ELL was observed. Students were actively engaged, participating in sight word read-aloud in a whole group activity, listening to instruction and repeating key vocabulary aloud before reading the story, answering basic comprehension questions related to the story following guided reading, and speaking in Spanish with support staff to supplement comprehension.

## Opportunities for Improvement

While BCC staff responsible for supporting EL students demonstrated a foundational understanding of legal obligations, current legislation, research, and effective practices related to the provision of services for ELL, deficits were found in ILP record keeping and method of obtaining Home Language Surveys.

Per IDOE EL Guidebook:

*"Cumulative folders are legal and confidential student education records. Cumulative folders and all information contained therein are only allowed by law to be viewed by school officials for whom the viewing of the record is required to fulfill his/her professional responsibility. Parents may request in writing to view their child's records and students over the age of 18 may request in writing to view their own records. (20 U.S.C. § 1232g (b): 34 CFR subpart D) When working with cumulative folders, school staff must keep all information intact, confidential, and safe. Please use the following checklist to ensure that information specific to identified English learner students is included in the cumulative folder. Update all information in cumulative folders at the end of each school year or when a student transfers to another school or school district."*

Of the 20% of ILP documents reviewed in depth, the following was observed:

- Only 13% (2/15) were found to contain evidence of a Home Language Survey dated prior to 2023, with no evidence observed in physical files or demonstrated in electronic records to document attempts to obtain the ORIGINAL Home Language Survey. When asked about this deficit, staff responsible for ILP record keeping stated that a new Home Language Survey was provided to each new student at enrollment. When asked if the school attempted to obtain original surveys, staff stated that this was not part of BCC's procedure.)
- 47% (7/15) of ILPs were noted as missing a "Services" section to document described services and minutes to support students according to proficiency levels and goal areas.

## Recommended Next Steps

- Expand flyers/posters to include a variety of languages and supplement English posters citing BCC's Code of Ethics and Core Values with Spanish copies to improve inclusivity and to better support ELLs as stakeholders in the school's mission.
- It is recommended that BCC audit ILPs identify and appropriately update those with missing "Services" sections to reflect services currently provided correctly.
- It is recommended that ILPs for students with service described as "English Second Language (ESL)" be updated to reflect "Dedicated ESL class" instead of "General Education Classroom" for correct reflection of location of service, per IDOE-EL-Guidebook.

- Ongoing training is recommended for BCC staff responsible for updating and implementing ILPs, those associated with the enrollment process of EL students, and those responsible for obtaining *original* Home Language surveys.
- It is recommended that the correct protocol for obtaining *original* Home Language Surveys be communicated to all staff supporting EL students and office staff. Please see the IDOE-EL-Guidebook for additional instructions:  
<https://www.in.gov/doe/files/IDOE-EL-Guidebook-2023-2024.pdf>

## STRENGTHS

1. **Academic results are a priority at the school.** The school posts their results on the front page of their website. 90 minutes is dedicated each school day to math and English. Students who are still learning English have an additional class. Students are working on academics throughout the school, even when not in class, be it in the rotundas or the gymnasium.
2. **Students are engaged in worthy learning activities.** On the day of the site visit, every class was observed to have more than 90% of the students working on the learning task. Most classes observed had 100% engaged in the learning task.
3. **Students are invested in the school.** Many students were present and engaged when the school day was over. When students were asked what they would change about the school, they named more buses for after-school transportation and more extra-curricular options. No students complained about the uniform, the rules or discipline, or the academic rigor.

## RECOMMENDED NEXT STEPS

1. **Ensure no families redo a home language survey and that all ILPs have goals listed.**
2. **Continue to make college counseling more data-driven.** Share 6-year graduation rates of colleges and universities. Teach students to ask difficult questions to colleges with low graduation rates. Continue to implement the matriculation database recently adopted. Create a Believe College Match Playbook.
3. **Closely track student attrition data.** Track what students enroll at any point, how long they are with you, and their reasons for leaving. Use this to identify current attrition rates, find subgroups that leave at the highest rates, and adjust your practices to be more effective.
4. **Adopt a clear lesson internalization process.** Adopt a clear lesson plan internalization process, with non-negotiables, for all subjects, to include:
  - Annotating the given lesson plan/script
  - Timestamps for the lesson so that pacing is purposeful and clear
  - Completing the work that students are asked to complete
  - 3-5 Criteria for success that students must demonstrate to show mastery. These should be a mix of content and skill.
5. **Require student work to be posted in all classes.** This would contribute to the culture of highlighting what students are accomplishing in a meaningful way besides celebrating test scores.
6. **Add AP Calculus.** Students who wish to pursue STEM fields need this option.